

## Appendix H

### Appendix H-SCHOOL COVER SHEET - Transformation Model

<b>School Name:</b> <a href="#">Treadwell Elementary School</a> <b>Address:</b> <a href="#">3538 Given Avenue, Memphis, TN 38122</a>	<b>District Point of Contact (POC)</b> <b>Name &amp; Position:</b> <a href="#">Theresa Utley, Federal Grants Coordinator</a> <b>Phone#:</b> <a href="#">(901) 416-4239</a> <b>Email Address:</b> <a href="mailto:utleytb@mcsk12.net">utleytb@mcsk12.net</a>
<b>School Number:</b> <a href="#">NCES ID 47029401164</a>	<b>Title I Status:</b> <input checked="" type="checkbox"/> <b>Schoolwide Program</b> <input type="checkbox"/> <b>Targeted Assistance Program</b> <input type="checkbox"/> <b>Title I Eligible School</b>
<b>Year the school entered Priority status:</b> <a href="#">2012-13</a>	
<b>Principal's Name SY 2012-13:</b> (Indicate TBD if unknown at this time.) <a href="#">TBD</a> <b>Phone #</b> <a href="#">(901) 416-6130</a> <b>Email Address:</b> <a href="#">TBD</a>	<b>Waiver Request(s):</b>  <input type="checkbox"/> <b>Requested for this School</b>  <input checked="" type="checkbox"/> <b>Not Requested for this School</b>
<b>Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*:</b>  <b>* Each year--not to exceed \$2 million</b>	
<b>Pre-Implementation Activities Year 1</b>	\$ 0
<b>Year 1: SY 2013-14 excluding pre-implementation</b>	\$ 596,494
<b>Year 2: SY 2014-15</b>	\$ 730,111
<b>Year 3: SY 2015-16</b>	\$ 730,111
<b>Three Year Total Budget</b>	\$ 2,056,716

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### School Level Descriptive Information

#### 1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs assessment, each LEA is required to select an intervention for each school.

School Name: <u>Treadwell Elementary School</u>			Intervention Model: <u>Transformation School</u>
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2010-11	2011-12	<p>Student enrollment, including grade level and sub-group enrollment, is based on the district's end-of-year non-duplicated records for Grades K-5. Mobility data are maintained by MCS's Research, Evaluation, Assessment and Student Information (REASI). Attendance, suspension, and expulsion data are drawn from the state Report Cards.</p> <p>Student enrollment increased over the two years of data collection. Attendance in 2011-12 remained below the state goal of 93%.</p> <p>All grades showed an increase in enrollment with the exception of Grade 3 which showed a 17% decrease. There was a 21% increase in the number of Hispanic students and a 5% increase in the number of Economically Disadvantaged students.</p> <p>The mobility rate in 2011-12 was above the district rate of 13.4% ; however, it was a decrease of .8% from the 2010-11 school year.</p> <p>Suspensions and expulsions increased 45% and 76% respectively from the 2010-11 to the 2011-12 school year. The high incidence of suspensions and expulsions highlights the need to address the culture and climate of the school for the teachers and students.</p>
Total student enrollment	<u>622</u>	<u>667</u>	
Grade level enrollment			
<u>Kindergarten</u>	<u>118</u>	<u>122</u>	
<u>Grade 1</u>	<u>113</u>	<u>122</u>	
<u>Grade 2</u>	<u>92</u>	<u>114</u>	
<u>Grade 3</u>	<u>123</u>	<u>102</u>	
<u>Grade 4</u>	<u>93</u>	<u>111</u>	
<u>Grade 5</u>	<u>83</u>	<u>96</u>	
Number of students in each subgroup			
<u>African American</u>	<u>482</u>	<u>489</u>	
<u>Asian</u>	<u>2</u>	<u>4</u>	
<u>Hispanic</u>	<u>121</u>	<u>153</u>	
<u>Native American</u>	<u>1</u>	<u>0</u>	
<u>White</u>	<u>16</u>	<u>20</u>	
<u>Black, Hispanic or Native American</u>	<u>604</u>	<u>642</u>	
<u>Economically Disadvantaged</u>	<u>615</u>	<u>654</u>	
<u>Non-Economically Disadvantaged</u>	<u>7</u>	<u>13</u>	
<u>Students with Disabilities</u>	<u>42</u>	<u>56</u>	
<u>Non-Students with Disabilities</u>	<u>580</u>	<u>611</u>	
<u>Limited English Proficient</u>	<u>121</u>	<u>141</u>	
<u>Non-Limited English Proficient</u>	<u>501</u>	<u>526</u>	
<u>Male</u>	<u>325</u>	<u>343</u>	
<u>Female</u>	<u>297</u>	<u>324</u>	
Mobility (%) - Entrants, Withdrawals	<u>19.3%</u>	<u>18.5%</u>	
Attendance %	<u>91.3%</u>	<u>91.6%</u>	
Suspensions (#)	<u>54</u>	<u>99</u>	

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Expulsions (#)	<u>10</u>	<u>41</u>	
AP, IB, and Dual Enrollment (#)	<u>N/A</u>	<u>N/A</u>	
Graduation Rate	<u>N/A</u>	<u>N/A</u>	
<b>2. Staff Profile Data</b>	Provide a summary and conclusion of the analysis of each area.		
Principal <u>Kenia Coleman</u> Length of time in position <u>2.5 Years</u>	Mrs. Kenia Coleman has been principal at Treadwell Elementary School for 2 years and 7 months. During her tenure, she has experienced 2 changes in assistant principals, a change in the facilitator position, and an addition of a guidance counselor. Additionally, Treadwell's math and literacy coaches were promoted within the district, but were not replaced. Mrs. Coleman has continued to have high expectations for the staff and students.		
Teaching Staff Number of years experience in profession	The 48-member teaching staff includes content, support, and specialist teachers. Twenty-seven percent of the teachers have 1-3 years of teaching experience, and 73% have at least 4 years of experience. (These numbers do not include the permanent sub in one of the third grade classrooms).		
1. 1 to 3			
2. 4-10 years			
3. 11-20 years			
4. 21+ years			
Teaching Staff Number and % of experience in the school	Half of the teaching staff have been at Treadwell Elementary less than four years. Fifteen have been at the school 4-10 years, and nine have been at the school for 11-20 years. The current year is the first at Treadwell Elementary for the assistant principal, as well as for one of the guidance counselors. The dual language program adds an additional grade level each year which has contributed to the number of teachers having taught at Treadwell Elementary School less than 4 years.		
1. 1 to 3			
2. 4-10 years			
3. 11-20 years			
4. 21+ years			
Teacher attendance rate	<b>2010-2011</b>	<b>2011-2012</b>	Attendance rate reflects classroom teachers and other certificated staff such as guidance counselors, librarians, and facilitators.
	<u>100.0%</u>	<u>88.0%</u>	
Teacher evaluation data by levels		<b>2011-2012</b>	The data to the left are frequencies of TVAAS scores for teachers in tested subjects. Below is an analysis of these scores and the differences between these scores and TEM scores for teachers throughout the school.  According to the data, we currently have 3 teachers with a TEM (Teacher Effectiveness Measure) score of 1 or 2, which is below the level of teacher effectiveness (Level 1 – 1; Level 2 – 2; Level 3 – 6; Level 4 – 18; Level 5 – 15). Based on TVAAS trends in tested subjects, there appears to be an unexpectedly high number of TEM Level 4 and 5 teachers in non-tested grades.  We have currently implemented targeted professional development for teachers at TEM Levels 1 and 2 and will continue to support teachers in Levels 3, 4, and
		Level 1	
		Level 2	
		Level 3	
		Level 4	
		Level 5	

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			<p>5. Consistent work with regional content area coaches also provides our teachers with effective feedback that will allow them to create structured and meaningful lesson plans.</p> <p>The TEM and TVASS data reflect a need to continue providing targeted professional development for all teachers, as well as monitoring teacher implementation of practices acquired from PD. Additionally, there is a need for structured coaching in all subject areas, which will improve teacher effectiveness.</p>
<b>3. Student Achievement Data</b>	<b>2010-2011</b>	<b>2011-2012</b>	Provide a summary of existing status and current needs.
<b>Reading/Language Arts</b>			
“Every test taker” (ETT) category	<u>7.50%</u>	<u>9.20%</u>	Proficiency in Reading/Language Arts for the ETT category rose from 7.50% in 2010-11 to 9.20% in 2011-12; however, this is significantly below our target for 2012 of 13.3%. There is a need for school-based literacy initiatives, as well as implementation of new strategies.
Subgroups: <u>African American</u> <u>Hispanic</u> <u>Black, Hispanic or Native American</u> <u>Economically Disadvantaged</u> <u>Students with Disabilities</u> <u>Non-Students with Disabilities</u> <u>Limited English Proficient</u> <u>Non-Limited English Proficient</u>	<u>6.90%</u> <u>11.10%</u> <u>7.40%</u> <u>7.60%</u> <u>13.30%</u> <u>7.20%</u> <u>10.80%</u> <u>7.00%</u>	<u>8.10%</u> <u>10.90%</u> <u>8.60%</u> <u>9.30%</u> <u>12.50%</u> <u>9.00%</u> <u>12.50%</u> <u>8.60%</u>	Only subgroups reported on the 2012 state Report Card are shown. The data show the proficiency rate for students in the African American subgroup increased from 6.90% to 8.10%, while the proficiency rate for Hispanic students decreased from 11.10% to 10.90%. All other categories with the exception of Students with Disabilities showed some increase in proficiency. These increases fall short of the school’s AMOs for 2012 and are not sufficient to keep the school on track with the SIG goals identified for R/LA. There is a need to implement prescriptive intervention methods. Although gaps have not been identified by the state for the Hispanic and Students with Disabilities subgroups, intervention methods should address the needs of these subgroups.
School performance on value-added student achievement  <u>Math</u> <u>Reading/Language</u> <u>Social Studies</u> <u>Science</u>	<u>-0.8 (D)</u> <u>-2.2 (F)</u> <u>1.4 (B)</u> <u>0.1 (C)</u>	<u>0.8 (B)</u> <u>-0.2 (C)</u> <u>2.5 (A)</u> <u>2.1 (A)</u>	The TVAAS scores for Treadwell Elementary School increased from the 2010-11 school year to 2011-12 in all subject areas. Significant gains of two grade-levels were made in math, reading/language arts, and science. A strong focus on math and reading is needed for continued growth.

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<b>Mathematics</b>			
“Every test taker” (ETT) category	<u>7.80%</u>	<u>10.90%</u>	Proficiency in Math for the ETT category increased from 7.80% in 2010-11 to 10.90% in 2011-12; however, this is significantly below our target for 2012 of 13.6%. There is a need for school-based math initiatives, as well as implementation of new strategies.
Subgroups: <u>African American</u> <u>Hispanic</u> <u>Black, Hispanic or Native American</u> <u>Economically Disadvantaged</u> <u>Students with Disabilities</u> <u>Non-Students with Disabilities</u> <u>Limited English Proficient</u> <u>Non-Limited English Proficient</u>	<u>7.30%</u> <u>10.80%</u> <u>7.70%</u> <u>7.90%</u> <u>13.30%</u> <u>7.50%</u> <u>13.20%</u> <u>7.00%</u>	<u>7.30%</u> <u>25.40%</u> <u>10.60%</u> <u>11.00%</u> <u>12.50%</u> <u>10.80%</u> <u>25.00%</u> <u>7.90%</u>	Only subgroups reported on the 2012 state Report Card are shown. The data show the proficiency rate for students in the African-American subgroup remained the same, while the proficiency rate for Hispanic students increased from 10.80% to 25.40%. All other categories, with the exception of Students with Disabilities, showed some increase in proficiency. These increases fall short of the school’s AMOs for 2012 and are not sufficient to keep the school on track with the SIG goals identified for Math. Although gaps have not been identified by the state for the African American and Students with Disabilities subgroups, intervention methods are needed to address these subgroups..
<b>ACT scores (if applicable)</b>	<u>N/A</u>	<u>N/A</u>	N/A
<b>Graduation rate (if applicable)</b>	<u>N/A</u>	<u>N/A</u>	N/A
<b>4. School Culture and Climate</b>	Provide a summary of existing status and current needs.		
TELL Survey Analysis  School Safety  Student Health Services  Attendance Support  Social and Community Support  Parent Support	<p>The response rate for the 2011 TELL Survey was 73.33%. Below are selected responses:</p> <ul style="list-style-type: none"> <li>• 82.8% agreed the faculty work in a school environment that is safe (cf. 96.0% all TN elementary schools).</li> <li>• 53.1% agreed that teachers have sufficient access to a broad range of professional support personnel (cf. 81.0% all TN elementary schools).</li> <li>• 63.3% agreed school administrators consistently enforce rules for student conduct (cf. 79.1% for all TN elementary schools).</li> <li>• 46.7% agreed the community we serve is supportive of this school (cf. 85.1% all TN elementary schools).</li> <li>• 37.5% agreed parents/guardians support teachers, contributing to their success with students (cf. 71.6% all TN elementary schools).</li> </ul> <p>Parents received support from the school under the direction of the principal and the instructional facilitator. Support from the district is provided from the Parent and Community Engagement Office. An annual parent meeting is held at the beginning of the school year to share information with the parents concerning Title I services. Monthly meetings are held throughout the school year to discuss the curriculum, standards, school improvement plan and family engagement plan.</p>		

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	However, the TELL Survey revealed there is a strong need for increased parental involvement and support.
<b>5. Rigorous Curriculum-</b> Alignment of curriculum with state standards across grade levels	Treadwell Elementary School's goal is to provide a strong academic curriculum aligned with the state standards across all grade levels. Currently, we participate in weekly collaborative planning time (PLCs) where we create a strong connection between the school's curriculum and common core standards. There is a need to consistently use student data to inform and differentiate instruction to meet the academic needs of individual students. Additionally, there is a need for all teachers to receive training on incorporating rigor into instructional practices.
Curriculum Intervention Programs	<p>Treadwell Elementary School implements several curriculum intervention programs throughout the year. The school utilizes web-based intervention programs such as Stanford Math, MimioSprout, Reading Plus, and Study Island. Scott Foresman, Reading Street, and My Sidewalks are used by reading interventionists in kindergarten through fifth grade for Tier II and III students (students with greater need for intervention). The district provides academic coaches in reading, math and science. Treadwell has two afterschool programs, which are Extended Contract and Extended Learning. These programs engage students in small group sessions and provide individualized instruction based on students' needs. There is a need for a one hour homogeneous tutoring session towards the end of the school day to deliver rigorous, engaging instruction that will increase student achievement in reading, language arts, science, writing and mathematics. There is also a need for parent sessions focusing on test taking strategies along with parenting skills.</p> <p>Treadwell utilizes Stanford Math, which is used by all schools in the district for grades 4-6. The Stanford Math program is a web-based intervention program that addresses the six strands of math. It also assesses students' ability within those standards. The district requires the students to meet a weekly goal of 90 minutes per week, with 100 correct first attempts. The program has been underutilized by the students at Treadwell Elementary. There is a need to designate additional time for the Stanford Math intervention during the extended hour.</p> <p>MimioSprout is a reading intervention program implemented for grades K-2. MimioReading is the complimentary program to MimioSprout used for third grade. During the first half of MimioSprout Early Reading, children learn through direct positive experience that letters and sounds make words, words make sentences, and sentences are used to create stories. The basic component skills and strategies necessary for reading, such as phonemic awareness, print awareness, phonics, decoding, segmenting and blending, are explicitly mastered in a fun, self-directed manner. The second half of the</p>

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	<p>program focuses on reading vocabulary, fluency, and comprehension, while still teaching more sounds and sight words. MCS requires that students complete 3 episodes in reading comprehension per week. On average, third grade students are completing 2-3 episodes per week. The students are experiencing difficulty in meeting the goal because of overall comprehension skills. Students in grades k-2 are completing 1-2 episodes per week. There is a need to target reading comprehension strategies for all grade levels during the extended day.</p> <p>Reading Plus includes web-based assessment and intervention components, as well as supplemental offline activities for direct instruction. Reading Plus is utilized in grades 4-6 for Tier II students. After a student completes the initial assessments that determine the individual independent silent reading rate and level, the computer –based program assigns the student to the appropriate Reading Plus intervention path and adapts to meet the individual needs while the program is being used. Because of a shortage of available computers, the program is not making a substantial impact on student achievement. There is limited access to computers in classrooms; therefore, there is a need for more technology in the classrooms and computer labs along with training for the staff on Reading Plus.</p> <p>AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention. The AIMSWeb system provides comprehensive progress monitoring through the following:</p> <ol style="list-style-type: none"> <li>1. Benchmark – Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability.</li> <li>2. Strategic Monitor – Monitor at-risk students monthly and evaluate the effectiveness of instructional changes.</li> <li>3. Progress Monitor – Write individualized annual goals and monitor more frequently for those who need intensive instructional services.</li> </ol> <p>There is a need to continue to monitor student progress.</p> <p>Study Island is a web-based program that helps students in kindergarten through 12th grade master state-specific, grade-level academic standards. Study Island combines rigorous content that is highly customized to specific state standards in math, reading, writing, science, and social studies with interactive features and games that engage students and reinforce and reward learning achievement. Teachers track student performance in real-time to address individual learning gaps, monitor student progress, and measure effectiveness. There is a need to continue to monitor student progress.</p>
Enrichment Programs	<p>In addition to the core subjects we also offer Orff music, art, library, and physical education services. The Fine Arts teachers will incorporate the math concepts of line, symmetry and geometry. Transportation to another MCS location is</p>



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	provided for the students who are enrolled in the Creative Learning in a Unique Environment (CLUE) program. During the extended hour, students will be grouped with peers to enhance proficiency in core content subject areas.
Dual enrollment (if applicable)	N/A
Advanced Placement (if applicable)	N/A
<b>6. Instructional Program</b>	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	Treadwell uses differentiated instruction, inclusion practices, primary literacy workstations, visual aids, small group instruction, weekly common assessments, and Marcia Tate's 20 Brain-based Instructional Strategies. Teachers are embedding numeracy and literacy in all subjects. Teachers meet in Professional Learning Communities weekly to plan instruction. The principal and instruction facilitator meet with teachers regularly to monitor lesson plans and observe classroom instruction. More professional development is needed to help teachers with identifying appropriate instructional strategies.
Use of instructional technology	<p>The following web-based programs are utilized at Treadwell Elementary School:</p> <ul style="list-style-type: none"> <li>• Stanford Math</li> <li>• Reading Plus</li> <li>• AIMSWeb</li> <li>• MimioSprout</li> </ul> <p>The students attend the computer lab weekly. In addition, all classrooms have a small number of computers for student use, and several classrooms have SmartBoards, ebeams, and access to an iPad cart. There is limited access to computers in classrooms; therefore, there is a need for more technology in the classrooms.</p>
Use of data analysis to inform and differentiate instruction	Treadwell Elementary teachers meet weekly in Professional Learning Communities to analyze and disaggregate data from the Discovery Formative assessment and common assessment results. They identify the SPIs that were not mastered by the students. Data are compiled in a report and shared with the faculty and staff. The principal, assistant principal and facilitator review and monitor lesson plans and common assessments weekly. There is a need for the school to continue monitoring and analyzing student assessments through vertical and horizontal team meetings. Additionally, there is a need to provide targeted instruction to address identified deficiencies.
Number of minutes scheduled for core academic subjects	<p>Reading/Language Arts – 90 minutes x 180 days=16,200 minutes</p> <p>Math -75 minutes x 180 days=13,500 minutes</p> <p>Science- 35 minutes x 180 days=6,300 minutes</p> <p>Social Studies-35 minutes x 180 days= 6,300 minutes</p> <p>Fine Arts- 55 minutes x 180 days =9,900 minutes</p>



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	<p><b>During Extended Hour</b></p> <p>Students will engage in content specific enrichment, intervention, and on-level practice.</p>
<b>7. Assessments</b>	Provide a summary of existing status and current needs.
Use of formative, interim, and summative assessments to measure student progress	Discovery Learning Formative Assessments are used to assess students' proficiency three times yearly. Folio writing is administered twice a year to help drive instruction for the TCAP Writing assessment. Stanford Math, AIMSWeb, MimioSprout, CRA, NAEP, and teacher made common assessments provide data that guide teachers' planning for instruction based on students' individual needs. TCAP assessments are administered yearly as mandated by the state. There is a need to continue the use of these assessments for planning and guiding instruction. There is a need to continue data analysis to guide instruction and provide individualized instruction. There is a need also to incorporate Pearson formative assessments to align with the TCAP assessment given in the spring.
Timeline for reporting student progress to parents	Weekly classroom reports are sent home to parents notifying them of their student's academic progress. District progress reports are sent home quarterly. "Report to Families" and report cards are sent home at the end of each nine week reporting period. There is a need train parents to interpret the data correctly.
<b>8. Parent and Community Support</b>	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	The school nurse, speech therapist and Mental Health services are provided by the LEA. Hearing and vision screenings are provided by Colonial Speech and Hearing Center. Well Child, Inc., provides health screenings for eligible students. Bellevue Baptist Church, Cummins, and the Grizzlies provide school supplies and incentives. There is a need for additional community support as mentoring resources for our students.
Parent support to students and school	Parents received support from the school under the direction of the Principal and the instructional facilitator. Support from the district is provided from the Parent and Community Engagement Office. An annual parent meeting is held at the beginning of the school year to share information with the parents concerning Title I services. Monthly meeting are held throughout the school year to discuss the curriculum, standards, school improvement plan and family engagement plan. There is a need to provide parents more opportunities for involvement in school activities.

### 2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Transformation Model. (Label as Attachment *School Name* School Improvement Plan)

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You may use the “streamlined” improvement plan developed in Fall 2011, “Revised Tennessee School and District Improvement Planning document or one of your choosing.

## Transformation Model

<p><b>School Name:</b> Treadwell Elementary School</p>
<p>Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.</p> <p>The Transformation Model will provide the opportunity to recruit, place and retain highly effective teachers in the specific content areas which may be hard to staff and will provide the intense individualized professional development that is needed. Although the Transformation Model does not require that we replace at least 50% of our staff, only the teachers with TEM scores of 3 or higher will be allowed to reapply. We will select from the pool of applicants, the most highly effective teachers based on TVAAS and evaluation scores. We anticipate that by hiring highly effective teachers and providing intense, individualized professional development, mentoring, and coaching our teacher retention rate will greatly improve. The opportunities for teacher leadership should also help us with recruiting highly effective teachers. This model will also allow for the implementation of instructional strategies tailored to the needs of the students in each content area. Furthermore, this robust model will help the school address challenges related to serving a bilingual school community, address downward trends in R/LA proficiency, and maintain momentum in math proficiency.</p>
<p>If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date. TVAAS and TEM are currently in place. Current TVAAS data indicate that three teachers for whom TVAAS is available are Level I and thus will not be eligible for rehiring. Only one teacher is Level V. The school team developing this application have met with the district's iZone office to become familiar with the district's established practices for schools following the Transformation Model.</p>
<p>Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup.</p> <p>Ambitious annual goals were set for Reading/Language Arts (R/LA) on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2017-18 and an annual decrease by at least 12% of non-proficiency. Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small.</p> <p><b>SY 2013:</b></p> <p>20.1% of All Students will be proficient in R/LA.</p> <p>20.1% of Black/Hispanic/Native American Students will be proficient in R/LA.</p> <p><b>SY 2014:</b></p> <p>29.7% of All Students will be proficient in R/LA.</p> <p>29.7% of Black/Hispanic/Native American Students will be proficient in R/LA.</p> <p><b>SY 2015:</b></p>

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38.1% of All Students will be proficient in R/LA.

38.1% of Black/Hispanic/Native American Students will be proficient in R/LA.

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for ( to be updated annually upon renewal of the grant)

### **September 2013**

#### **Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test A.**

The percent of ETT students scoring proficient on the formative assessments in grades 3-5 will increase by 10%.

The percent of African American Students scoring proficient on the formative assessments will increase by 10%.

The percent of Hispanic Students scoring proficient on the formative assessments will increase by 10%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 10%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 10%.

Based on TCAP proficiency levels students will be placed for interventions in Tier II or Tier III.

#### **Every Test Taker will take weekly Common Assessments**

All students will score at least 80% or above on common assessments in grades 3-5.

African American students will score at least 80% or above on the common assessments.

Hispanic students will score at least 80% or above on the common assessments.

Economically Disadvantaged students will score at least 80% or above on the common assessments.

Students with Disabilities will score at least 80% or above on the common assessments.

### **November 2013**

#### **Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test B.**

The percent of ETT students scoring proficient on the formative assessments in grades 3-5 will increase by 10%.

The percent of African American students scoring proficient on the formative assessments in grades 3-5 will increase by 10%.

The percent of Hispanic students scoring proficient on the formative assessments will increase by 10%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 10%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 10%.

#### **Every Test Taker will take weekly Common Assessments**

All students will score at least 80% or above on common assessments in grades 3-5.

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African American students will score at least 80% or above on the common assessments.  
Hispanic students will score at least 80% or above on the common assessments.  
Economically Disadvantaged students will score at least 80% or above on the common assessments.  
Students with Disabilities will score at least 80% or above on the common assessments.

### March 2014

#### **Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment C.**

The percent of ETT students scoring proficient on the formative assessment in grades 3-5 will increase by 10%.  
The percent of African American Students scoring proficient on the formative assessments will increase by 10%.  
The percent of Hispanic students scoring proficient on the formative assessments will increase by 10%.  
The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 10%.  
The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 10%.

#### **Every Test Taker will take weekly Common Assessments**

All students will score at least 80% or above on common assessments in grades 3-5.  
African American students will score at least 80% or above on the common assessments.  
Hispanic students will score at least 80% or above on the common assessments.  
Economically Disadvantaged students will score at least 80% or above on the common assessments.  
Students with Disabilities will score at least 80% or above on the common assessments.

### May 2014

The percent of ETT students scoring proficient on the formative assessment in grades 3-5 will increase by 10%.  
The percent of African American Students scoring proficient on the formative assessments will increase by 10%.  
The percent of Hispanic students scoring proficient on the formative assessments will increase by 10%.  
The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 10%.  
The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 10%.

#### **Every Test Taker will take weekly Common Assessments**

All students will score at least 80% or above on common assessments in grades 3-5.

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African American students will score at least 80% or above on the common assessments.

Hispanic students will score at least 80% or above on the common assessments.

Economically Disadvantaged students will score at least 80% or above on the common assessments.

Students with Disabilities will score at least 80% or above on the common assessments.

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

Ambitious annual goals were set for Math on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2017-18 and an annual decrease by at least 12% of non-proficiency.

Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small.

### **SY 2013:**

21.6% of All Students will be proficient in Math.

21.6% of Black/Hispanic/Native American Students will be proficient in Math.

### **SY 2014:**

31.0% of All Students will be proficient in Math.

31.0% of Black/Hispanic/Native American Students will be proficient in Math.

### **SY 2015:**

39.3% of All Students will be proficient in Math.

39.3% of Black/Hispanic/Native American Students will be proficient in Math.

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

### **September 2013**

#### **Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment A.**

The percent of ETT students scoring proficient on the formative assessment in grades 3-5 will increase by 10%.

The percent of African American Students scoring proficient on the formative assessment will increase by 10%

The percent of Hispanic Students scoring proficient on the formative assessment will increase by 10%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 10%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 10%.

Based on TCAP proficiency levels students will be placed for interventions in Tier II or Tier III.

#### **Every Test Taker will take weekly Common Assessments**

All students will score at least 80% or above on common assessments in grades 3-5.

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African American students will score at least 80% or above on the common assessments.  
Hispanic students will score at least 80% or above on the common assessments.  
Economically Disadvantaged students will score at least 80% or above on the common assessments.  
Students with Disabilities will score at least 80% or above on the common assessments.

The number of Every Test Taker making 80% or above correct on the first attempt on Stanford Math in grades 3-5 will increase by 20%.  
The number of African American students making 80% or above correct on the first attempt on Stanford Math will increase by 20%  
The number of Hispanic students making 80% or above correct on the first attempt on Stanford Math will increase by 20%  
The number of Economically Disadvantaged students making 80% or above correct on the first attempt on Stanford Math will increase by 20%.  
The number of Students with Disabilities making 80% or above correct on the first attempt on Stanford Math will increase by 20%

### November 2013

#### **Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment Test B.**

The percent of ETT students scoring proficient on the formative assessments in grades 3-5 will increase by 10%.  
The percent of African American students scoring proficient on the formative assessments in grades 3-5 will increase by 10%.  
The percent of Hispanic students scoring proficient on the formative assessments will increase by 10%.  
The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 10%  
The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 10%.

#### **Every Test Taker will take weekly Common Assessments**

All students will score at least 80% or above on common assessments in grades 3-6.  
African American students will score at least 80% or above on the common assessments.  
Economically Disadvantaged students will score at least 80% or above on the common assessments.  
Students with Disabilities will score at least 80% or above on the common assessments.

The number of Every Test Taker making 80% or above correct on the first attempt on Stanford Math in grades 3-6 will increase by 20%.  
The number of African American students making 80% or above correct on the first attempt on Stanford Math will increase by 20%  
The number of Economically Disadvantaged students making 80% or above correct on the first attempt on Stanford Math increase by 20%.  
The number of Students with Disabilities making 80% or above correct on the first attempt on Stanford Math will increase by 20%



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### March 2014

#### **Baseline data will be taken on Every Test Taker using the Discovery Formative Assessment C.**

The percent of ETT students scoring proficient on the formative assessments in grades 3-5 will increase by 10%.

The percent of African American Students scoring proficient on the formative assessments will increase by 10%.

The percent of Hispanic scoring proficient on the formative assessments will increase by 10%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 10%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 10%.

#### **Every Test Taker will take weekly Common Assessments**

All students will score at least 80% or above on common assessments in grades 3-5.

African American students will score at least 80% or above on the common assessments.

Hispanic students will score at least 80% or above on the common assessments.

Economically Disadvantaged students will score at least 80% or above on the common assessments.

Students with Disabilities will score at least 80% or above on the common assessments.

### May 2014

The percent of ETT students scoring proficient on the formative assessments in grades 3-5 will increase by 10%.

The percent of African American Students scoring proficient on the formative assessments will increase by 10%.

The percent of Hispanic scoring proficient on the formative assessments will increase by 10%.

The percent of Economically Disadvantaged students scoring proficient on the formative assessment will increase by 10%

The percent of Students with Disabilities scoring proficient on the formative assessment will increase by 10%.

#### **Every Test Taker will take weekly Common Assessments**

All students will score at least 80% or above on common assessments in grades 3-5.

African American students will score at least 80% or above on the common assessments.

Hispanic students will score at least 80% or above on the common assessments.

Economically Disadvantaged students will score at least 80% or above on the common assessments.

Students with Disabilities will score at least 80% or above on the common assessments.

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Transformation Model Requirements  LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements.  Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
<b>Requirements for the Transformation Model (LEA must implement actions 1-11.)</b>			
<i>A transformation model is one in which the LEA <u>must</u> implement each of the following strategies to <b>develop and increase teacher and school leader effectiveness</b>:</i>			
1. Replace the principal who led the school prior to commencement of the transformation model	The iZone Director and a team of District Level Administrators will interview candidates and select a principal based on the unique competencies for turning around low achieving schools.	Spring 2013 (completion of this step has been delayed because of the need to repost the position to identify a qualified school turnaround leader for this school's unique needs)	iZone Director
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement	Implement the Teacher Effectiveness Measure (TEM) evaluation system district-wide comprised of multiple performance measures including student growth. The TEM components and weightings are as follows: growth in student learning (35%); observation of teachers' practice (45%); other student measure (15%); and student perceptions (5%).  As part of TEM, all teachers have multiple observations each school year. Apprentice teachers receive six observations and Professional teachers receive four. Continued collaboration with teachers will be ensured by utilizing survey and focus group feedback as well as	Spring 2013 – June 2014	Executive Director of Teacher Talent & Effectiveness (Tequilla Banks), in collaboration with iZone Director

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	an ongoing Teacher Evaluation Working Group. This group made the initial TEM component and weighting recommendations and continues to be a part of the refinement process.		
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so	<p>Signing bonuses will be paid at the end of the first semester and the end of the school year for all new hires who are certificated staff.</p> <ul style="list-style-type: none"> <li>• Principal - \$4,000 total</li> <li>• Assistant Principal - \$3,000 total</li> <li>• Teacher - \$1,000 total</li> </ul> <p>Information will also be shared about performance bonuses payable in 2014-15 based on attainment of 2013-14 performance targets. Targets will be reflective of the assurances of the district grant application.</p> <ul style="list-style-type: none"> <li>• Principal - \$6,000</li> <li>• Assistant Principal - \$4,000</li> <li>• Teacher - \$3,000</li> </ul> <p>Employees will be informed that they must work at least 180 days in order to qualify for the maximum performance and recruitment based awards.</p>	July 2013 – June 2014	iZone Director; Principal

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4. Provide staff with ongoing, high-quality, job-embedded professional development ( <i>e.g.</i> , regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	<p>Budget items related to professional development will cover stipends for five additional days of professional development for certificated staff and up to 15 days of substitutes:</p> <ul style="list-style-type: none"> <li>• individualized support to teachers based on needs as indicated from teacher surveys, self- assessment and administrative evaluations (TEM)</li> <li>• job-embedded professional development through contracted services with Pearson SIOP (Sheltered Instruction Observation Protocol) training modules, monthly e-workshop/e-seminar instructional modules sponsored by NCTM and IRA to improve teacher instruction and student performance in core content areas</li> <li>• more intensive training in PLCs on the implementation of Common Core Questioning Strategies</li> <li>• training on how to use data analysis effectively to drive instructional decisions</li> <li>• Literacy Work Stations in Grades K -2, expanding up to Grade 5</li> </ul>	<p>August 2013- May 2014</p> <p>July 2013 (5 days); Monthly: August 2013-May 2014</p> <p>Weekly: August 2013- May 2014</p> <p>Weekly: August 2013- May 2016</p> <p>Weekly: August 2013- May 2014</p>	<p>Principal, Asst. Principal, Instructional Facilitator, iZone Office</p> <p>Principal, Asst. Principal, Instructional Facilitator, iZone Office</p> <p>Principal, Asst. Principal, Instructional Facilitator</p> <p>Principal, Asst. Principal, Instructional Facilitator</p> <p>Principal, Asst. Principal, Instructional Facilitator</p>

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Transformation Model Requirements  LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements.  Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> <li>• training in gender equity</li> </ul>	August 2013- May 2014	Principal, Asst. Principal, Instructional Facilitator
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school	<p>As noted in #3, during the 2013-2014 school year, staff may be eligible for a recruitment/retention bonus, paid in two equal installments at the end of each semester. If the staff member is terminated due to lack of performance or resigns, he/she will not be entitled to the bonus payment:</p> <ul style="list-style-type: none"> <li>• Principal: \$4,000 total</li> <li>• Assistant Principal: \$3,000 total</li> <li>• Teacher: \$1,000 total</li> </ul>	December 2013 and May 2014	iZone Director
	<p>During the 2014-2015 school year, staff in the iZone may be eligible for a performance bonus. The performance bonus will be paid if the targets congruent with the assurances for this SIG grant application are attained. If the staff member is terminated due to lack of performance or resigns, he/she will not be entitled to the bonus payment:</p> <ul style="list-style-type: none"> <li>• Principal: \$6,000</li> <li>• Assistant Principal: \$4,000</li> </ul>	N/A (Year 2)	iZone Director, Principal

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	<ul style="list-style-type: none"> <li>Teacher: \$3,000</li> </ul>		
A transformation model is one which the LEA <u>must</u> implement each of the following <b>comprehensive instructional reform strategies</b> .			
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards	<p>Data are analyzed from weekly common assessments, Discovery Formative Assessments, NAEP, Pearson Formative Assessments, and AIMSweb Assessments. Analysis of the data is implemented during PLC meetings, and vertical team meetings. Instruction is driven by the results of the data.</p> <p>Additional data will be gathered and analyzed with the implementation of Stanford Math, Reading Plus, MimioSprout, and Constructed Response Assessments.</p>	August 2013- May 2014	Principal, Asst. Principal, Instructional Facilitator
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<p>Discovery Education Formative Assessments will be given 3 times per year and Learning Express Folio Assessments will be given twice a year and each assessment will be used to assess skill mastery and group students based on individual needs. Teachers will utilize this information to differentiate instruction.</p> <p>The TCAP summative assessment will be utilized to develop action steps for increasing student achievement, plan for professional development, analyze instructional programs and strategies, and develop quarterly</p>	August 2013- May 2014	Principal, Asst. Principal, Instructional Facilitator

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Transformation Model Requirements  LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements.  <b>Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.</b>	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>milestones that enable the school to meet target AMO's.</p> <p>AIMSweb will be given 3 times per year to measure progress in Reading and Math.</p> <p>School based common assessments will be given weekly to direct instruction based on individual student needs.</p>		
<i>A transformation model is one which the LEA <b>must</b> implement each of the following strategies to <b>increase learning time and create community oriented schools.</b></i>			
<p>8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.</p>	<p>Treadwell Elementary School will encompass an eight hour school day.</p> <p>Sheltered Instruction Observation Protocol (SOIP) training will be provided to teachers during 5 PD days prior to the beginning of school. Opportunities for common planning will be incorporated during the 5 PD days.</p> <p>During the extended hour:</p> <ul style="list-style-type: none"> <li>teachers and tutors will implement instructional strategies to teach vocabulary (Sheltered Instruction Observation Protocol).</li> <li>teachers and tutors will facilitate homogeneous groups of students to enrich, intervene, and reinforce</li> </ul>	<p>August 2013- May 2014</p>	<p>Principal, Asst. Principal, Instructional Facilitator</p>



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Transformation Model Requirements  LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements.  Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>core content subject area objectives.</p> <ul style="list-style-type: none"> <li>teachers and tutors will provide individualized instruction all students using researched based instructional practices.</li> </ul>		
9. Provide ongoing mechanisms for family and community engagement	<p>Create a parent teacher task force to organize and support events that, with collaboration of parents and community, supports social and emotional development of the students.</p> <p>Develop Family Literacy/Math/Science/Introduction to Spanish/TCAP/CCSS/ Nights to encourage parental involvement in their child's education.</p> <p>Increase school adopter participation to promote and support students.</p> <p>Teachers and the Instructional Facilitator will assist in training parents on helping their child utilize computer-based programs such as: MimioSprout, Reading Plus, Stanford Math, AimsWeb, and Study Island.</p> <p>In addition to this assistance, parent trainings will be held to increase parental involvement school-wide.</p>	August 2013- May 2014	Principal, Asst. Principal, Instructional Facilitator
<i>A transformation model is one which the LEA <b>must</b> implement each of the following strategies to <b>provide operational flexibility and sustained support.</b></i>			
10. Give the school sufficient operational	All staff members will reapply for existing positions.	Spring 2013	iZone Director

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Transformation Model Requirements	Action Steps for Model Requirements.	Implementation Timeline	Name and Position of Responsible Person(s)
<b>LEA Design and Implementation of the Intervention Model for Each Year of Grant</b>	<b>Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.</b>		
flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	<p>The principal with the support of the iZone Director will select the new staff.</p> <p>The school will provide increased learning time through an extra hour each day (8:00 a.m. to 4:00 p.m.).</p> <p>The school will be given autonomy to utilize funding sources in accordance with the approved SIG, Title 1, and Site-Based funds to meet the specific needs of the school in implementing a comprehensive approach to student achievement.</p>	<p>August 2013 – May 2014</p> <p>July 2013 – June 2014</p>	Principal
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	Technical Assistance will be provided by the offices of Professional Development, Curriculum, and Federal Programs, as well Innovation/Transition which includes the iZone. The iZone Office will conduct monthly meetings to review progress of the nine leading indicators.	Spring 2013 – June 2014 (daily and monthly)	iZone Director
<b>Permissible Strategies for the Implementation of the Transformation Model</b>  <i>A transformation model is one which the LEA <b>may</b> implement any of the following required strategies to: (Strategies #12-26 are not required.)</i> <ul style="list-style-type: none"> <li>• <i>Develop and increase teacher and school leader effectiveness</i></li> <li>• <i>Provide comprehensive instructional reform strategies</i></li> <li>• <i>Increase learning time and create community oriented schools</i></li> <li>• <i>Provide operational flexibility and sustained support.</i></li> </ul>			
12. Providing additional compensation to attract and retain staff with the skills necessary	Signing bonuses will be paid at the end of the first semester and the end of the school year for all new hires	Spring 2013 – June	iZone Director

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<b>Transformation Model Requirements</b> <b>LEA Design and Implementation of the Intervention Model for Each Year of Grant</b>	<b>Action Steps for Model Requirements.</b> <b>Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.</b>	<b>Implementation Timeline</b>	<b>Name and Position of Responsible Person(s)</b>
to meet the needs of the students in a transformation school	who are certificated staff.	2014	
13. Instituting a system for measuring changes in instructional practices resulting from professional development	Strategies that teachers will participate in after Professional Development Training are: weekly data analysis and reflection; professional learning communities; faculty meeting presentations; observations and reflections; informal observation drop-ins; student quality work boards; mentor/mentee program; and peer observations.	July 2013 – June 2014	Principal; Instructional Facilitator; All Core Subject Teachers
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	All teachers assigned to the iZone will be granted the opportunity to voluntarily apply to transfer to another location during the regular teacher voluntary transfer period. All teachers will be interviewed by the school site interview committee to determine if the teacher should remain at the location. Teachers not selected to remain at the school will be placed on the surplus list and will adhere to the process for all surplus teachers.	TBD	iZone Director
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	The three levels of one-on-one coaching which form the foundation of the merged district's tiered professional development model include school-based Learning Coaches; school-based Master Teachers (50% release time); and the district-based Performance Improvement Team or PIT Crew. Learning Coaches will serve as the primary coaching support to low-performing and new teachers. Master Teachers will oversee and support the activities of the Learning Coaches as well as support the	Spring 2013 – June 2014	Professional Development (Laura Link); Principal; iZone Director

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Transformation Model Requirements  LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements.  <b>Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.</b>	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>principal and administrators in conducting teacher evaluations. Finally, as a centrally-based staff, the PIT Crew will direct and align the work of the Master Teachers, subject to principal approval, and design and conduct trainings for large groups of teachers on specific topics affecting a broad group. The focus of the coaching efforts will be differentiated based on the need of the teacher, with careful attention paid to those teachers with the potential to become effective or highly effective.</p> <p>All teachers will continue to have informal observations, known as weekly drop-ins, made by principal, assistant principal, and instructional facilitator to ensure immediate feedback on classroom instruction and management.</p> <p>Additionally, the iZone office will send representatives to come and observe the school-wide implementation of a rigorous and aligned curriculum.</p> <p>Weekly and Formative Assessment Data and Analysis will provide monitoring and feedback on the effectiveness of the teaching strategies. This will allow for adjustments to teaching strategies to increase student performance.</p>		
16. Implementing a schoolwide “response-to-	Treadwell Elementary School will implement the SIOP	August 2013 – May	Principal; Instructional

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Transformation Model Requirements  LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements.  Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
intervention” model	(Sheltered Instruction Observation Protocol) Model as a schoolwide “response-to-intervention” model. The SIOP Model will offer a validated approach to teaching that helps prepare all students to become college and career ready. As a framework for organizing instruction, the SIOP Model will support teachers in planning and delivering high quality instruction for all students through eight components of lesson preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, review and assessment.  Treadwell Elementary will provide enrichment instruction for all students and intervention instruction for non-proficient students for one hour each day.	2014	Facilitator; All Core Subject Teachers
17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	Refer to #15.	Spring 2013 – June 2014	Professional Development (Laura Link); Principal; iZone Director
18. Using and integrating technology-based supports and interventions as part of the instructional program	Technology will be used and integrated to engage students in multimedia lessons and project based learning. Teachers will receive professional development on incorporating SmartBoards, Class Response Systems, Elmo Readers, Laptops, and iPads	August 2013 – May 2014	Principal; Instructional Facilitator; All Core Subject Teachers

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	<p>for lesson planning, instruction, research, word processing, and assessments.</p> <p>The following web-based programs are utilized at Treadwell Elementary School: Stanford Math; Reading Plus; AIMSWeb; MimioSprout; Study Island</p> <p>The students attend the computer lab weekly.</p>		
<p>19. In secondary schools--</p> <p>(a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework</p> <p>(b) Improving student transition from middle to high school through summer transition programs or freshman academies</p> <p>(c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning</p>	N/A	N/A	N/A

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<b>Transformation Model Requirements</b>  <b>LEA Design and Implementation of the Intervention Model for Each Year of Grant</b>	<b>Action Steps for Model Requirements.</b>  <b>Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.</b>	<b>Implementation Timeline</b>	<b>Name and Position of Responsible Person(s)</b>
communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate			
20. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs	Treadwell Elementary School will partner with the Parent Teacher Organization, Bellevue Baptist Church, Cummings, East Clinic, Well Child, Memphis Grizzlies, and other State and local agencies, and others to create a safe school environment that meets students' social, emotional, and health needs.	August 2013- May 2014	Principal, Asst. Principal, Instructional Facilitator
21. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	Treadwell Elementary will extend the school day by one hour to provide enrichment and intervention to all students.	August 2013- May 2014	Principal, Asst. Principal, Instructional Facilitator
22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	Treadwell Elementary will incorporate a school-developed character program to improve school climate and discipline. The program will implement a system of positive behavioral supports to eliminate bullying and student harassment. The program will build brain power for student success by focusing on impulse control, problem solving, reasoning, planning, and working memory.	August 2013- May 2014	Principal, Asst. Principal, Instructional Facilitator
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten	N/A	N/A	N/A



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24. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	The school will be governed by the iZone office.	Spring 2013 – June 2014	iZone Director
25. Implementing a per-pupil school-based budget formula that is weighted based on student needs	N/A	N/A	N/A
<p><b>Pre-Implementation Activities:</b> Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.</p> <p>Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.</p> <p>To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.</p> <p>Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.</p> <p><b><u>Activity Categories with Sample Activities:</u></b></p> <p><b><i>Family and Community Engagement:</i></b> Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</p> <p><b><i>Rigorous Review of External Providers:</i></b> Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an</p>			

## Appendix H

Transformation Model Requirements  LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements.  <b>Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.</b>	Implementation Timeline	Name and Position of Responsible Person(s)
<p><i>intervention model.</i></p> <p><b>Staffing:</b> Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.</p> <p><b>Instructional Programs:</b> Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p> <p><b>Professional Development and Support:</b> Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</p> <p><b>Preparation for Accountability Measures:</b> Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>			

## GOAL 1 – Action Plan Development

Revised DATE: January 2013

Goal		The percentage of Every Test Taker at Treadwell Elementary(economically disadvantaged, students with disabilities, Hispanic, and African-American) scoring proficient and advanced in Reading/Language Arts in grades 3-5 will increase to 29.7% in 2014.					
Which need(s) does this Goal address?		Reading Achievement of Treadwell Elementary students and AMO Goals					
How is this Goal linked to the system's Five-Year Plan?		This goal is linked to goal one of our District Master Plan which seeks to create academically challenging, safe, supportive and effective learning environments. This goal is linked to goal five of our District Master Plan which seeks to establish high levels of accountability for academic and fiscal performance throughout the system.					
ACTION STEPS		IMPLEMENTATION PLAN					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	<b>Highly-qualified staff will implement school-wide reform strategies</b> based on scientific research to meet the instructional level of their students as they improve their reading skills each day during the 90-minute reading block.	08/08/12 – 05/18/14	Principal Assistant Principal Instructional Facilitator -Dual Language Coordinator Classroom Teachers Interventionists	Scott Foresman Reading Street, Headsprout, Reading Plus, MimeoSprout, MimeoReading, Stanford LA&W	Title I Funds \$100.00 (funds used to remove school from improvement status)	Administration team will conduct weekly walkthroughs, PLCs, and observations. Student data will also be discussed in weekly grade level PLCs.	The students will show continuous growth in reading on their Progress Reports, Report Cards, Intervention Strategies: MimeoSprout/Reading Plus Benchmarks, AIMSweb Benchmarks and Progress Monitoring, District Assessments, and End of the Year assessments.
Action Step	The teacher will engage students in small groups and literacy stations daily during reading instruction to address individual student needs.	08/08/12 – 05/18/14	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator Classroom Teachers Interventionists	Literacy Workstations, Kindle Fire E-Readers, Accelerated Reader Program Reading Street, MimeoSprout, MimeoReading, Reading Plus, Stanford LA&W	Title I Funds \$2,500 (funds used to remove school from improvement status)	The Leadership Team will conduct weekly walkthroughs and PLCs to collect data and provide feedback in order to implement new strategies and plans of action.	As the teacher implements the small groups and literacy stations daily, the students will show continuous growth in reading based on progress reports, teacher feedback, weekly common assessments, benchmark assessments, report cards, Discovery Formative Assessments. The teachers will continue to monitor and readjust small group

							instruction based on individual student data.
Action Step	The Leadership team will analyze September 2012 AIMSweb Benchmark I data and Spring 2012/Spring 2013 TCAP data to identify low performing students to participate in several community volunteer tutoring programs in Reading throughout the year.	10/15/12 and 10/16/13	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator Tutoring Volunteers	September AIMSweb Benchmark I data and 2012/2013 TCAP data	Site-based funds \$100	The Leadership team will conduct daily and weekly walkthroughs. They will also provide coaching, monitoring, and feedback from volunteers.	The teachers and volunteers will work together monitoring and adjusting tutoring instruction for the students based on the learning gaps and areas of need identified by placement tests, Progress Monitoring, and the student report cards. The students will show continuous growth through newly developed individualized programs developed by the tutoring providers and the classroom teachers.
Action Step	All stakeholders will participate in <b>high quality, on-going professional development</b> throughout the year to improve implementation strategies (Morning Meeting, differentiated instruction, common core, small group instruction, technology, data, etc.) that will help the students achieve individual growth in reading.	08/08/12 – 05/18/14	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator Classroom teachers Parents Volunteers	Scott-Foresman, TCAP Coach, Reading Plus, MimeoSprout, MimeoReading, and other SBRR Materials; Corwin Common Core Institute	Title I Funds \$14,000.00 (funds used to remove school from improvement status)	Participants will be responsible for completing an evaluation on the workshops provided. The Leadership team will be responsible for weekly monitoring of the implementation process of the training. The Leadership team will provide feedback and continue to offer professional development as a method of improvement.	All stakeholders will possess a wealth of strategies that will help to improve student achievement at home as well as at school. The students will be able to show continuous growth and improvement in reading developed from the implementation strategies learned by the participants through professional development training.
Action Step	Grade levels will meet weekly to establish goals for teaching and assessing Common Core standards being sure to include differentiated instruction and higher order questioning techniques.	08/08/12-05/18-14	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator Classroom teachers Grade Chairs	Common Core materials, Corwin Common Core Institute, paper and ink for common weekly assessments, SmartResponse Systems for common weekly assessments	Title I funds \$6,000.00 (funds used to remove school from improvement status)	Participants will be responsible for planning and administering weekly common assessments based on Common Core standards. After administration, participants will score assessments and track data of each student. Teachers will meet in grade levels to discuss teaching strategies that can be implemented to help improve student achievement.	As the teacher implements the small groups and literacy stations daily, the students will show continuous growth in reading based on progress reports, teacher feedback, weekly common assessments, benchmark assessments, report cards, Discovery Formative Assessments, and Constructed Response Assessments.

Action Step	As a means <b>to include teachers in assessment decisions to improve student performance and instructional programs</b> , teachers will assess students three times per academic year with the AIMSweb benchmark test (K-5) & Discovery Assessment (3-5) and the Folio Writing Assessment (5 <sup>th</sup> ) to determine the progress and needs of the students.	AIMSweb: 09/15/12 01/20/13 05/15/13 2013-2014 dates TBA Discovery: 10/2-5/12 11/27-30/12 2/26/13-3/1/13 2013-2014 dates TBA	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator Classroom Teachers Interventionists	AIMSweb Assessment, Discovery Assessment	District Funded	The leadership team will work together with teachers and interventionists to administer the benchmark assessments. The leadership team will also help teachers identify students that did not hit the benchmark goal. Along with classroom teachers, the Leadership team will analyze the Discovery Assessment data to help determine an action plan for student academic achievement.	The teachers and leadership team will analyze the data to find weak areas or learning gaps and make adjustments to instruction to help meet the students' individual needs. The data will show a continuous decrease in low performance after each assessment has been given. The teachers will analyze the data and <b>provide timely, additional assistance to students experiencing difficulty mastering standards.</b>
Action Step	The K-5 teachers will progress monitor Tier II students bi-weekly and Tier III students weekly throughout the school year to determine the progress and needs of the students.	Bi-weekly for Tier II students beginning 9/30/12 and 9/30/13; Weekly for Tier III students beginning 9/30/12 and 9/30/13	Assistant Principal Instructional Facilitator Classroom Teachers Interventionists	AIMSweb Progress Monitoring	District Funded	Teachers and interventionists will work together to progress monitor Tier II and Tier III students. The Leadership team will assist teachers in making adjustments to instruction and intervention.	The teachers, interventionists, and leadership team will analyze the data to find weak areas or learning gaps and make adjustments to instruction to help meet the students' individual needs. The data will continue to show a continuous decrease in low performance after each assessment has been given.
Action Step	The Reading Interventionists will provide an additional 30 minutes of reading intervention to kindergarten through 5th grade students that are identified as low performing based on AIMSweb Benchmark Assessments, Discovery Assessments and TCAP 2012 scores. Interventionists will provide a small group setting during the instructional day to increase student reading performance skills.	08/08/12 – 05/18/13	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator Interventionists	Scott Foresman Reading Street Intervention: My Sidewalk, MimeoSprout, Reading Plus, SBRR materials	District-funded Interventionists	The leadership team will conduct weekly walkthroughs and PLCs to collect data and provide feedback of the successes of intervention.	The students will continue to close their learning gaps by working with the classroom teachers and interventionists on a daily basis using various SBRR materials for intervention.
Action Step	As a <b>strategy to increase parental involvement</b> , the parents will be offered training on the use and implementation of the technology-based literacy intervention programs: MimeoSprout, MimeoReading, Reading Plus, Kindle Fire E-Readers, and Accelerated Reader to aid students with interventions at home.	11/19/12 11/20/13	Instructional Facilitator Various classroom teachers	MimeoSprout, MimeoReading, Reading Plus, Accelerated Reader, Kindle Fire E-Readers	Title I Funds \$6,000.00 (funds used to remove school from improvement status)	The teachers will be able to access the data to see if students have been utilizing the programs at home.	Students assigned to the technology-based interventions will show continuous growth to reach the targeted progress monitoring goals set by their grade level.
Action Step	As a <b>strategy to increase parental involvement</b> , <b>parents will receive written notification</b> of Family Literacy Day & Night Activities, tutoring programs	08/08/12 – 05/18/14	Instructional Facilitator	Flyers, letters, website, ParentLink phone	Title I Funds \$6,000 (funds used to remove school	Parents will complete surveys on the effectiveness of	40% of all parents at Treadwell will attend parent information

	offered after school, and parent professional development and seminar opportunities to help students reach proficiency in reading.		Various classroom teachers	calls, school postings, and monthly calendars; SBRR Materials	from improvement status)	notifications and important information being delivered in a timely manner through monthly calendar, flyers, student folders, school postings, the school website, ParentLink phone calls, and teacher communication. They will also complete professional development evaluations on the usefulness of the materials and information provided during parent workshops.	programs and seminars on intervention strategies for student performance and proficiency.
Action Step	4 <sup>th</sup> and 5 <sup>th</sup> grade students, who scored Basic on the Reading/Language Arts portion of the 2012 TCAP, will participate in an after-school <b>Extended Learning</b> Program.	Every Monday and Tuesday from 10/15/12-4/16/13 2013-2014 dates TBD	Instructional Facilitator Selected Classroom Teachers	COACH books, SBRR materials	Title I Funds \$8,000.00 (funds used to remove school from improvement status)	Students will take a Discovery pre-assessment and a Discovery post-assessment to show growth and development. Additionally, 2012 Reading Language Arts TCAP scores will be used to compare with 2013 Reading Language Arts TCAP scores.	Increase the scores of students scoring Basic on TCAP by 30%.
Action Step	Rising 2 <sup>nd</sup> -4 <sup>th</sup> grade students, who scored Basic on the Reading/Language Arts portion of the 2013 TCAP, will participate in an <b>Extended Learning</b> Summer Camp.	06/1/13-06/30/13 06/1/14-06/30/14	Instructional Facilitator Selected Classroom Teachers	COACH books, SBRR materials	Title I Funds \$10,000.00 (funds used to remove school from improvement status)	Students will take a Discovery pre-assessment and a Discovery post-assessment to show growth and development.	Increase the scores of students scoring Basic on TCAP by 20%.
Action Step	5 <sup>th</sup> grade students will practice writing once a year using Folio Assessment to help them become acclimated to the structure and setup of the TCAP Writing Assessment.	10/22/12 2013-2014 dates TBA	Principal Assistant Principal Instructional Facilitator	Folio Writing Assessment	District funded	The tests will be sent to the Folio Assessment company to score the student writing. The Leadership team will monitor testing to ensure that all 5 <sup>th</sup> graders are being assessed and that students identified as Basic or Below Basic are provided intervention.	70% of 5 <sup>th</sup> graders will show improvement on the writing assessment from the first assessment to the TCAP Writing Assessment scoring 1-3 points in improvement.
Action Step	Special Education Teachers will plan collaboratively with Regular Education Teachers to include instruction for students with disabilities.	08/08/12 – 05/18/14	Principal Assistant Principal	EdPlan, EasyIEP	SPED funds District funded	Principal, assistant principal and instructional facilitator	The weekly collaboration will be demonstrated through

			-Instructional Facilitator Various classroom teachers Special Education Grade Chair			will monitor the PLC meetings, IEPs, and lesson plans weekly. This will also be monitored through weekly walkthroughs.	the adjustment of planning and instruction for students with disabilities in both the resource and regular education classroom.
Action Step	Special Education and Regular Education Teachers will incorporate the use of technology and <b>intervention programs</b> with students with disabilities.	08/08/12–05/18/14	Principal Assistant Principal Instructional Facilitator Special Education Grade Chair Classroom teachers	<b>Reading Plus; MimeoSprout; MimeoReading, Stanford LA&amp;W</b>	SPED funds District funded	Principal, assistant principal, and instructional facilitator will monitor the PLC meeting, IEPs, and lesson plans weekly. This will also be monitored through weekly walkthroughs.	The students will continue to close their learning gaps by working with the teachers on a daily basis using technology-based <b>intervention programs</b> .
Action Step	Special Education Teachers and Regular Education Teachers will engage in <b>high quality, ongoing professional development</b> opportunities involving strategies to use in their classrooms with students with disabilities.	08/08/12 – 05/18/14	Principal Assistant Principal -Instructional Facilitator Special Education Grade Chair Classroom teachers	District professional development opportunities	Title I funds - \$1500.00 (funds used to remove school from improvement status)	Teachers will evaluate each professional development opportunity through an evaluation. Principals, assistant principal, and instructional facilitator will monitor the PLC meeting and lesson plans weekly. To ensure implementation of strategies, this will also be monitored through weekly walkthroughs.	Teachers will implement learned strategies to assist in increasing student achievement.
Action Step	As a <b>strategy to increase parental involvement</b> , parents of students with disabilities will participate in Literacy Nights and other parent training opportunities to learn strategies and activities they can use to help with instruction at home.	08/08/12 – 05/18/14	Principal Assistant Principal Instructional Facilitator Special Education Grade Chair Classroom teachers	SBRR materials, MimeoSprout, MimeoReading, Reading Plus	Title I Funds \$499.00 (funds used to remove school from improvement status)	Parents will complete surveys on the effectiveness of notifications and important information being delivered in a timely manner through monthly calendar, flyers, student folders, school postings, the school website, ParentLink phone calls, and teacher communication. They will also complete professional development evaluations on the usefulness of the materials and information provided during parent workshops.	40% of parents will attend the professional development workshops on increasing student proficiency.



Action Step	K-5 teachers will participate in Pearson SIOP Professional Development training to understand in depth instructional strategies, and create effective learning plans	July 2013 Monthly: August 2013-May 2014	Principal Assistant Principal Instructional Facilitator	SIOP learning material/ Contracted trainer	SIG funds-\$13, 500	The leadership team will conduct weekly monitoring through lesson plans, walkthroughs, and PLCs to collect data and provide feedback of the successes of the math program.	Teachers will implement learned strategies to assist in increasing student achievement.
Action Step	An additional hour will be added to the school instructional day in order to provide enrichment and remediation to students in grades K-5.	August 2013-May 2014	Assistant Principal Instructional Facilitator Classroom Teachers	Master schedule	SIG funds- \$378,879 additional hour for all school staff (salary and benefits) SIG funds- \$85,560 PT retired teachers	Administration team will work with teachers and staff to create a master schedule that includes an additional hour of instruction for remediation and enrichment.	The teachers, interventionists, and leadership team will analyze the data to find weak areas or learning gaps and make adjustments to instruction to help meet the students' individual needs. The data will continue to show a continuous decrease in low performance after each assessment has been given.

## GOAL 2 – Action Plan Development

Revised DATE: January 2013

Goal		The percentage of Every Test Taker at Treadwell Elementary(economically disadvantaged, students with disabilities, Hispanic, and African-American) scoring proficient and advanced in Mathematics in grades 3-5 will increase to 31.0% in 2014.					
Which need(s) does this Goal address?		Mathematics Achievement of Treadwell Elementary students and AMO Goals					
How is this Goal linked to the system's Five-Year Plan?		This goal is linked to goal one of our District Master Plan, which seeks to create academically challenging, safe, supportive and effective learning environments. This goal is linked to goal five of our District Master Plan, which seeks to establish high levels of accountability for academic and fiscal performance throughout the system.					
ACTION STEPS		IMPLEMENTATION PLAN					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	<b>Highly-qualified staff</b> will utilize the Scott Foresman math series, enVision, and its accompanying materials as well as Calendar Math materials that meet the instructional level of their students as they improve their math skills each day during the 75-minute math block.	08/08/12 – 05/18/14	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator	Scott Foresman enVision Math text and ancillary materials, Calendar Math	enVision is District funded Replacement Calendar Math kits: Title I Funds \$7,000 (funds used to remove school from improvement status)	The leadership team will conduct weekly monitoring through lesson plans, walkthroughs, and PLCs to collect data and provide feedback of the successes of the math program.	The students will show continuous growth in math on their Progress Reports, Report Cards, Stanford Math, AIMSweb Benchmarks and Progress Monitoring, District Assessments, and End of the Year assessments.
Action Step	<b>Teachers will implement school-wide reform strategies</b> based on scientific research to meet the instructional level of their students as they improve their math skills each day during the 75-minute math block.	08/08/12 – 05/18/14	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator Classroom Teachers Interventionists	math workstations, enVision Math, <b>Stanford Math</b>	<b>Title I Funds \$1000.00 (funds used to remove school from improvement status)</b>	The leadership team will conduct weekly monitoring through lesson plans, walkthroughs, and PLCs to collect data and provide feedback of the successes of small group instruction and workstations during the math block.	As the teacher implements the small groups and math workstations daily, the students will show continuous growth in math based on progress reports, teacher feedback, teacher assessments, benchmark assessments, report cards, Discovery Link Assessments, and other District assessments. The teachers will continue to monitor and readjust small group instruction based on individual student data.

Action Step	The Leadership team will analyze September 2012/September 2013 AIMSweb Benchmark I data and Spring 2012/Spring 2013 TCAP data to identify low performing students to participate in several community volunteer tutoring programs in math throughout the year.	10/15/12 and 10/16/13	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator	September AIMSweb Benchmark I Data and 2012/2013 TCAP Data	Site-Based funds \$100	The Leadership team will conduct daily and weekly walkthroughs. They will also provide coaching, monitoring, and feedback from volunteers.	The teachers and volunteers will work together monitoring and adjusting tutoring instruction for the students based on the learning gaps and areas of need identified by placement tests, Progress Monitoring, and the student report cards. The students will show continuous growth through newly developed individualized programs developed by the tutoring providers and the classroom teachers.
Action Step	All stakeholders will participate in <b>high quality, ongoing math professional development</b> (Stanford Math, common core, math workstations, data, etc.) throughout the year to improve implementation strategies that will help the students achieve individual growth in math.	08/08/12 – 05/18/14	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator Classroom teachers Parents Volunteers	Scott Foresman enVision Math, TCAP Coach, Stanford Math; Corwin Common Core Institute	Title I Funds \$1500.00 (funds used to remove school from improvement status)	Participants will be responsible for completing an evaluation on the workshops provided. The Leadership team will be responsible for weekly monitoring of the implementation process of the training. The Leadership team will provide feedback and continue to offer professional development as a method of improvement. Professional development participants will conduct faculty meetings and PLCs to share information learned at professional development workshops.	100% of teachers will implement learned math strategies to help increase student proficiency in mathematics. All stakeholders will possess a wealth of strategies that will help to improve student achievement at home as well as at school. The students will be able to show continuous growth and improvement in math developed from the implementation strategies learned by the participants through professional development training.
Action Step	Grade levels will meet weekly to establish goals for teaching and assessing Common Core standards being sure to include differentiated instruction and higher order questioning techniques.	08/08/12- 05/18-14	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator Classroom teachers Grade Chairs	Common Core materials, Corwin Common Core Institute, paper and ink for common weekly assessments, SmartResponse Systems for common weekly assessments	Title I funds \$6,000.00 (funds used to remove school from improvement status)	Participants will be responsible for planning and administering weekly common assessments based on Common Core standards. After administration, participants will score assessments and track data of each student.	As the teacher implements the small groups and literacy stations daily, the students will show continuous growth in reading based on progress reports, teacher feedback, weekly common assessments,

						Teachers will meet in grade levels to discuss teaching strategies that can be implemented to help improve student achievement.	benchmark assessments, report cards, Discovery Formative Assessments, and Constructed Response Assessments.
Action Step	4 <sup>th</sup> and 5 <sup>th</sup> grade students, who scored Basic on the Math portion of the 2012 TCAP, will participate in an after-school <b>Extended Learning Program</b> .	Every Monday and Tuesday from 10/15/12-4/16/13 2014/2014 dates TBD	Instructional Facilitator Selected Classroom Teachers	Stanford Math, COACH books, Other math materials	Title I Funds \$10,000.00 (funds used to remove school from improvement status)	Students will take a Discovery pre-assessment and a Discovery post-assessment to show growth and development. Additionally, 2012 Math TCAP scores will be used to compare with 2013 Math TCAP scores.	Increase the scores of students scoring Basic on TCAP by 30%.
Action Step	As a means <b>to include teachers in assessment decisions to improve student performance and instructional programs</b> , teachers will assess students three times per academic year with the TCAP Constructed Response Assessment (3-5), AIMSweb Benchmark test (K-5) and Discovery Assessment (3-5) to determine progress and needs of the students.	<b>CRA:</b> 10/15-19/12 2/11-22/12 4/29/12-5/17/12 <b>AIMSweb:</b> 09/15/12 01/20/13 05/15/13 2013-2014 dates TBA <b>Discovery:</b> 10/2-5/12 11/27-30/12 2/26/13-3/1/13 2013-2014 dates TBA	Principal Assistant Principal Instructional Facilitator Dual Language Coordinator Classroom Teachers	AIMSweb Assessment, Discovery Assessment	District Funded	The leadership team will work together with teachers to administer the AIMSweb benchmark assessments. The leadership team will also help teachers identify students that did not hit the benchmark goal. Along with classroom teachers, the Leadership team will analyze the Discovery Assessment data to help determine an action plan for student academic achievement.	The teachers and leadership team will analyze the data to find weak areas or learning gaps and make adjustments to instruction to help meet the students' individual needs. The data will show a continuous decrease in low performance after each assessment has been given. The teachers will analyze the data and <b>provide timely, additional assistance to students experiencing difficulty mastering standards.</b>
Action Step	As a <b>strategy to increase parental involvement, parents will receive written notification</b> of Family Math & Science Day & Night Activities, tutoring programs offered after school, and parent training and seminar opportunities to help students reach proficiency in math.	08/08/12 – 05/18/14	Instructional Facilitator Various classroom teachers	Flyers, letters, website, ParentLink, and monthly calendars; SBRR Materials	Title I Funds \$ 6000 (funds used to remove school from improvement status)	Parents will complete surveys on the effectiveness of notifications and important information being delivered in a timely manner through monthly calendar, flyers, student folders, school postings, the school website, ParentLink phone calls, and teacher communication. They will also complete professional development evaluations on the	40% of all parents at Treadwell will attend parent information programs and seminars on intervention strategies for student performance and proficiency.

						usefulness of the materials and information provided during parent workshops.	
Action Step	Special Education Teachers will plan collaboratively with Regular Education Teachers to include instruction for students with disabilities.	08/08/12 – 05/18/14	Principal Assistant Principal Instructional Facilitator Special Education Grade Chair Classroom teachers	EdPlan, EasyIEP	SPED funds District funded	Principal, assistant principal and instructional facilitator will monitor the PLC meetings, IEPs and lesson plans weekly. This will also be monitored through weekly walkthroughs.	The weekly collaboration will be demonstrated through the adjustment of planning and instruction for students with disabilities in both the resource and regular education classroom.
Action Step	Special Education and Regular Education Teachers will incorporate the use of technology and intervention programs with students with disabilities.	08/08/12 – 05/18/14	Principal Assistant Principal Instructional Facilitator Special Education Grade Chair Classroom teachers	Stanford Math	SPED funds District funded	Principal, assistant principal and instructional facilitator will monitor the PLC meetings, IEPs, and lesson plans weekly. This will also be monitored through weekly walkthroughs.	The students will continue to close their learning gaps by working with the teachers on a daily basis using technology-based intervention programs.
Action Step	Special Education Teachers and Regular Education Teachers will engage in <b>high quality, ongoing professional development</b> opportunities involving strategies to use in their classrooms with students with disabilities.	08/08/12 – 05/18/14	Principal Assistant Principal Instructional Facilitator Special Education Grade Chair Classroom teachers	District professional development opportunities	<b>Title I funds - \$1500.00 (funds used to remove school from improvement status)</b>	Teachers will evaluate each professional development opportunity through an evaluation. Principals, assistant principal, and instructional facilitator will monitor the PLC meeting and lesson plans weekly. To ensure implementation of strategies, this will also be monitored through weekly walkthroughs.	Teachers will implement learned strategies to assist in increasing student achievement.
Action Step	As a <b>strategy to increase parental involvement</b> , parents of students with disabilities will participate in Family Math and Science Nights to learn strategies and activities they can use to help with instruction at home.	08/08/12– 05/18/14	Principal Assistant Principal Instructional Facilitator Special Education Grade Chair Classroom teachers	Scientifically based math materials and manipulatives	Title I Funds \$499.00 (funds used to remove school from improvement status)	Parents will complete surveys on the effectiveness of notifications and important information being delivered in a timely manner through monthly calendar, flyers, student folders, school postings, the school website, ParentLink phone calls, and teacher communication. They will also complete professional	40% of parents will attend the professional development workshops on increasing student proficiency.

						development evaluations on the usefulness of the materials and information provided during parent workshops.	
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## GOAL 3 – Action Plan Development

Revised DATE: January 2013

Goal		Treadwell Elementary School will increase its Attendance from 92.3% in 2012 to 95% to meet and/or exceed the AMO by May 2013 in all grades.					
Which need(s) does this Goal address?		Attendance					
How is this Goal linked to the system's Five-Year Plan?		<p>This goal is linked to goal one of our District Master Plan, which seeks to create academically challenging, safe, supportive and effective learning environments.</p> <p>This goal is linked to goal five of our District Master Plan, which seeks to establish high levels of accountability for academic and fiscal performance throughout the system.</p>					
ACTION STEPS		IMPLEMENTATION PLAN					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	A contest among the classes will take place throughout the school year. Each Friday, the classes that have perfect attendance for the week will be announced on the intercom. Pictures will be taken of the class and posted on the attendance bulletin board. The classes will also receive a Perfect Attendance Banner to display outside their classroom for the week.	08/08/12 – 05/18/14	Professional School Counselor General Office Secretary Classroom teachers	Attendance data from SMS Chancery, bulletin board material, banner	Site-based funds \$300.00	Daily, the General Office Secretary will check to ensure that all attendance has been entered into SMS Chancery. Weekly, this information will be passed on to the Professional School Counselor to identify the winning class or classes.	Student attendance will increase from last year's 92.3% to 95%.
Action Step	Parents receive a letter from the school each time their child accumulates 5 unexcused absences. They are required to conference with our Professional School Counselor and/or the classroom teacher about reasons for frequent absences as well as strategies to help them get their child to school every day. Parents will be made aware of the consequences of unexcused absences.	08/08/12 – 05/18/14	Professional School Counselor -General Office Secretary Classroom Teachers	Attendance data from SMS Chancery	N/A	The Professional School Counselor, the General Office Secretary, and classroom teachers will track attendance on a daily basis.	Student attendance will increase from last year's 92.3% to 95%. The amount of unexcused absences will decrease.
Action Step	A parent lunch will occur each month to help increase student attendance through parental involvement.	Monthly beginning 9/26/12 and ending 5/25/14	Principal Assistant Principal Instructional Facilitator	Parent information brochures, light refreshments, parent presentations.	Title I Funds - \$1000 (funds used to remove school from improvement status)	Parent surveys, attendance data	Student attendance will increase from last year's 92.3% to 95%.
Action Step	The Breakfast in the Classroom program will be implemented to help students reduce the amount of tardies and absences.	9/17/12- 5/18/14	Principal Assistant Principal Cafeteria Manager Cafeteria Staff Classroom teachers	Breakfast items from the cafeteria	Provided by the district	The Professional School Counselor, the General Office Secretary, and classroom teachers will track attendance on a daily basis.	Student attendance will increase from last year's 92.3% to 95%.

Action Step	Daily, a Parent Link phone call will go out to parents of absent students.	8/15/12-5/18/14	Principal General Office Secretary	Parent Link; daily attendance data	N/A	Attendance data	Student attendance will increase from last year's 92.3% to 95%.
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